# State Of Maine

# Program Standards and Performance Indicators

# For Adult Education and Family Literacy Act Programs

### Introduction

The field of adult education has been changing rapidly over the last ten years. As a result of the Workforce Investment Act of 1998, Title II: Adult Education and Family Literacy Act, adult literacy programs became more accountable for learner progress in reaching educational and workforce goals. In order to meet the requirements of the law, it was recommended that states develop program standards and performance indicators to help monitor program effectiveness in helping learners acheive their goals. This document represents Maine Adult Education's response to this recommendation.

In Augusta of 2002 the Maine Adult Education Team convened a group of adult education directors, teachers and staff development professionals to take a look at what a quality adult education program looked like, develop performance indicators and review our practice.

This "accountability workgroup", as they became known, spent over 70 hours working and re-working the standards and indicators in this document. This has not been an easy task. The members of that workgroup deserve recognition for their efforts and determination. Thank you Alverta Dyar; Barbara Goodwin, Brenda Gagne, Connie Patton, Darrell Gilman, Diann Bailey, Donna Gillette, Elizabeth Wells, Evelyn Beaulieu, Frank Hallett, Marianne Doyle, Mary Scheckenburger, Shannon Cox, Rob Wood, Wayne Suomi, and Andree Bella for your insight and your thoughtful approach to this process.

This group began by reading an article by Juliet Merrifield entitled, "Performance Accountability: For What? To Whom? And How?" We reviewed the red "Quality Indicator" document developed in 1993, Maine's Operational Plan, which is negotiated annually with the United States Department of Education (USDOE), the Equipped for the Future (EFF) outcomes from "Results That Matter", and the Guiding Principles for Maine Adult Education, developed in 1999. As a group we also reviewed indicators from other states, including Massachusetts, Ohio, Indiana, West Virginia, Pennsylvania, Arizona and New Mexico. We examined the comments received at the November 2000 Adult Education and Family Literacy Act meeting at the Civic Center in Augusta, the Adult Education Strategic Plan and the USDOE site review report. We tried to take into consideration work that has already been done, the size and shape of Maine's adult literacy programs, Maine's population and culture.

Our standards and performance indicators have been reviewed by adult education professionals from other states and by adult education directors and adult literacy coordinators in Maine. We hope you find them useful.

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### Educational Gains

Key Concept: Program quality is measured by the student's progress toward personal goals (as family member, worker and citizen), by the attainment of skills, and by the achievement of the student's goals.

### **Goal Setting**

### Standard

1.1 The program has an established process to assist students in goal setting.

### Performance Indicators

- ♦ Students articulate what they know and are able to do and can demonstrate this through their goal plans, written responses, journal entries and reflective writing.
- Program personnel and students collaboratively develop, and review and revise goal plans at least once per semester.
- Program personnel use student goals to inform placement and to guide instruction.
- ♦ Student goals are documented in the Maine Adult Education Managed Information System (MAEMIS).

### **Assessment of Learning**

### Standard

1.2 The program has a process for the assessment of student learning that is consistent with state policy.

- ♦ All students are pre- and post-tested using a state approved standardized instrument according to state policy.
- ♦ Programs use standardized and/or alternate assessment consistent with state policy.
- Program personnel are trained and supported to administer assessments appropriately.
- Student assessment results are accurately recorded in MAEMIS.
- Results are interpreted to the learner and made accessible to appropriate staff.
- Assessment results are used to place learners in an instructional program and to measure gains.

### **Outcomes**

### Standard

1.3 The program supports students as they progress toward their personal goals, attain skills that allow them to advance in the instructional program, enter unsubsidized employment, retain employment, earn a high school diploma or equivalent, or gain acceptance to a post-secondary institution.

- ♦ Students with high school completion or post-secondary education as a goal obtain appropriate educational credentials, or certificates, and/or engage in postsecondary education and training in accordance with the program's negotiated Operational Plan.
- ♦ Students demonstrate the attainment of skills that allow them to function in their roles as family member, worker and citizen through performance assessments, portfolios, and demonstration/documentation of key activities on the EFF Role Maps.
- Those students for whom getting a job or retaining a job is a goal meet their employment goals in accordance with the program's negotiated Operational Plan.



### Program Leadership

Key Concept: The program has processes and systems for achieving excellence and demonstrating accountability to all customers and stakeholders.

### **Program Planning**

### Standard

2.1 The program planning process is ongoing, participatory, and reflective of learner, community, state and national goals.

- ♦ The program has at least three mechanisms in place to encourage input from learners, community and staff (for example, course evaluations, community surveys, staff meetings).
- The program has a written mission statement.
- ◆ The program 's administrative practices reflect adult learning and teaching theory.
- ♦ The program establishes and maintains a minimum of two partnerships to address the needs of learners.
- ♦ The program examines and utilizes program data and other resources to evaluate program practices and make necessary adjustments.
- ♦ The program has a well-defined learner-centered intake, student orientation, and counseling processes.
- Program practices such as hiring, staff orientation and staff evaluation, are aligned with all applicable policies, laws, rules and regulations.



### **Data Management and Reporting**

### <u>Standard</u>

2.2 Program personnel utilize the State of Maine's Adult Education Managed Information System (MAEMIS) for program management and improvement, as well as reporting.

### Performance Indicators

- ◆ The program has a data management process that ensures the quality of the data and follows state required policies and procedures.
- ♦ At least one data entry person and one program administrator have participated in current MAEMIS training.
- ♦ Teachers, administrators and support staff are knowledgeable about and actively participate in local data collection processes.
- Program personnel monitor and review data to ensure its accuracy on a quarterly basis, at a minimum.
- ♦ The program submits National Reporting System (NRS) reports on a quarterly basis or as required.

### **Facilities**

### Standard

2.3 The program exists in a safe environment with appropriate access to facilities and equipment to support a positive learning environment for all adult learners.

- ♦ The program environment meets all ADA requirements and is appropriate for adult learners.
- ◆ The environment has appropriate lighting, heating and ventilation to meet the needs of adult learners and staff.
- ♦ Safety procedures are posted near doorways and exits and staff is trained.
- Restrooms are accessible.
- Signs identifying the program location are visible and appropriate.
- Entrance and exit signs are visible.

### Instructional Services

Key Concept: The instructional system integrates on-going assessment, instructional planning, appropriate curriculum frameworks, research-based instructional practices, and multiple-delivery systems.

### **Assessment for Learning**

### Standard

3.1 The program utilizes assessment procedures for student learning according to state policy.

### Performance Indicators

- ♦ Program staff and learners use on-going formal and informal assessment to inform teaching and learning.
- ♦ Students demonstrate increased proficiency in the use of lifelong learning, communication, interpersonal and decision-making skills related to their goals.

### **Curriculum Development**

### Standard

3.2 The program utilizes quality curricular materials.

- ♦ Program staff and learners jointly develop, regularly evaluate, and update instructional plans that incorporate learning styles, preferences and short and long-term worker, family or community goals.
- Programs utilize quality, up-to-date curricular materials that 1) cover varied functioning levels, 2) address diverse student goals and 3) provide contextually based learning opportunities that are guided by the Maine Quality Curriculum Evaluation Rubric.

### **Instructional Practices**

### Standard

3.3 The program accommodates the instructional needs of a diverse student population, including learners with special needs.

### Performance Indicators

- ♦ Individual instructional plans incorporate learning style preferences and short and long-term worker, family or community goals.
- Program staff and learners jointly develop, evaluate and update instructional plans at least once per semester.
- Evidence is available to demonstrate that the program utilizes researchbased instructional practices and multiple-delivery systems such as small group, individualized, theme-based, collaborative and computer-assisted instruction.
- The program offers a minimum of four hours of literacy instruction per week, year-round, to enable learners to achieve learning gains.
- ♦ Documentation is maintained to verify the integration of technology into instruction.

### Staff Development

Key Concept: The program has a continuous cycle of professional development that considers the specific needs of both staff and program and improves teacher quality and program effectiveness.

### **Data Quality**

### Standard

4.1 Local program staff is proficient in quality data collection and utilization of data for program management and improvement.

- ♦ Programs train staff to collect and enter quality data into the Maine Adult Education Managed Information System.
- ◆ Administrative and instructional staff will attend NRS training to be able to utilize quality data for program improvement.
- ♦ Quality data is collected and used by administrators to inform and improve the local program's staff development planning process.
- Quality data is collected and used by teachers to evaluate and improve their classroom and instructional practices.

### **Continuous Improvement**

### Standard

4.2 Professional development opportunities are provided to enhance teacher, administrator, support staff, and volunteer's ability to provide quality services to adult learners.

### Performance Indicators

- ◆ All new teachers attend professional development to orient them to adult education within the first semester of teaching.
- All literacy and academic teachers complete an annual self-assessment of instructor competencies.
- ♦ All literacy and academic teachers develop professional goal plans with input and guidance from the program administrator.
- Staff development connects to professional development goal plans.
- ♦ Teachers and administrators use teacher goal plans as one part of the supervisory process.
- ♦ Administrators disseminate information regarding local, regional, statewide and national sources of professional development to staff.
- Professional development adheres to research on best practice that is designed to get results.

### **Organizational Alignment**

### <u>Standard</u>

4.3 Professional development is aligned with the local program's mission statement and coordinated with other systems, when appropriate.

- ◆ A program professional development plan is on file.
- Time for professional development is identified in the plan.
- The budget process supports the professional development plan.
- ♦ The professional development plan includes evaluation procedures to determine its effectiveness.

### Student Services

Key Concept: The program has a plan in place to recruit, support and retain students as they pursue their basic educational goals.

### Recruitment

### Standard

5.1 The program successfully recruits populations in need of basic educational services

### Performance Indicators

- Recruitment is consistent with the target population as defined in the program's mission statement.
- Recruitment is consistent with program capacity.
- ♦ The student population being served reflects the demographics of the area.
- ♦ Recruitment activities involve a minimum of three strategies and three community partners.

### Retention

### <u>Standard</u>

5.2 Learners stay in the program long enough to achieve their educational goals.

- ♦ The program makes on-going adjustments to overcome individual student barriers as identified at intake or as information becomes available.
- ♦ The program collects and analyzes retention data to eliminate barriers to participation for learners.
- ♦ The program provides documented evidence that a minimum of two different support services/retention services are utilized, such as flexible schedules, transportation assistance, counseling services, etc.
- ♦ The program operational plan accurately reflects the percentage of students who complete their primary or secondary goal upon completion of the program.

### **Support Services**

### <u>Standard</u>

5.3 The program provides support services and/or referrals that promote student achievement of educational goals.

- ♦ The program's intake process identifies areas of need for support.
- Program staff possess the knowledge and skills necessary to make ongoing and informed referrals to support services offered in the program and community.
- ♦ Program assesses whether the support services and/or referrals were effective.

### **Educational Gains**

### **Goal Setting**

- 1.1 The program has an established process to assist students in goal setting.
  - Students articulate what they know and are able to do and can demonstrate this through their goal plans, written responses, journal entries and reflective writing.
  - Program personnel and students collaboratively develop, and periodically review and revise goal plans at least once per semester.
  - Program personnel use student goals to inform placement and to guide instruction.
  - > Student goals are documented in the Maine Adult Education Managed Information System (MAEMIS).

# Supporting evidence may include (but is not limited to):

- > Student Goal Plans are on file.
- > Evidence of periodic review of Student Goal Plans is on file
- > Printed reports from MAEMIS are available.
- > Dates of meetings and summary of progress show evidence of goal setting process.

### **Assessment of Learning**

- 1.2 The program has a process for assessment of student learning that is consistent with state policy.
  - All students are pre- and post-tested using state approved standardized instrument according to state policy.
  - Programs use standardized and/or alternate assessment consistent with state policy.
  - Program personnel are trained and supported to administer assessments appropriately.
  - > Student assessment results are accurately recorded in MAEMIS.
  - Results are interpreted to the learner and made accessible to appropriate staff.
  - Assessment results are used to place learners in an instructional program and to measure gains.

# Supporting evidence may include (but is not limited to):

- > Test results on file.
- > Evidence of attendance at professional development on assessment is on file.
- > Printed reports from MAEMIS are available.
- > Evidence of assessment is included in the Student Goal Plan.
- > Program has written policy on access to student records.

### **Outcomes**

- 1.3 The program supports students as they progress toward their personal goals through the attainment of skills that allow them to advance in the instructional program, enter unsubsidized employment, retain employment, earn a high school diploma or equivalent, or gain acceptance to a post-secondary institution.
  - Students with high school completion or post-secondary education as a goal obtain appropriate educational credentials, or certificates, and/or engage in postsecondary education and training in accordance with the program's negotiated Operational Plan.
  - Students demonstrate the attainment of skills that allow them to function in their roles as family member, worker and citizen through performance assessments, portfolios, and demonstration/documentation of key activities on the EFF Role Maps.
  - > Those students for whom getting a job or retaining a job is a goal meet their employment goals in accordance with the program's negotiated Operational Plan.

# Supporting evidence may include (but is not limited to):

- Evidence of pre- and post-testing is on file (MAEMIS)
- > Evidence of pre- and post-testing is in student portfolio.
- > Evidence of pre- and post-testing is in student records.
- ➤ NRS report

### **Program Leadership**

### **Program Planning**

- 2.1 The planning process is ongoing, participatory and reflective of learner, community, state and national goals.
  - The program has at least three mechanisms in place to encourage input from learners, community and staff (for example, course evaluations, community surveys, staff meetings).
  - > The program has a written mission statement.
  - > The program 's administrative practices reflect adult learning and teaching theory.
  - The program establishes and maintains a minimum of two partnerships to address the needs of learners.
  - The program examines and utilizes program data and other resources to evaluate program practices and make necessary adjustments.
  - > The program has a well-defined learner-centered intake, student orientation, and counseling processes.
  - Program practices such as hiring, staff orientation and staff evaluation, are aligned with all applicable policies, laws, rules and regulations.

# Supporting evidence may include (but is not limited to): The following evidence is on file:

- > Portfolio and other written documents
- Minutes of meetings (i.e. staff and advisory)
- > Course evaluations
- Community surveys
- Learner groups
- > Focus groups
- Mission statement
- Record of the process used in development/review of the mission statement and list of stakeholders involved
- Implementation of standards such as Equipped for the Future, Reading Essentials for Adult Literacy (REAL), and Scientifically Based Reading Research (SBRR)
- > Local staff development log
- Documentation of best practices from journals and articles put into practice
- > Individual course descriptions
- > Memoranda of Understanding
- > Articulation agreements
- > List of collaborators
- Program brochures/flyers listing partners
- ➤ A program plan that reflects the use of varied data and resources (i.e. annual reports, audit reports, financial and program data
- Local data/trends/census data
- Documentation of learner-centered intake, student orientation, and counseling processes
- > Processes are demonstrated in student folders
- Written documentation that program practices are aligned with all applicable policies, laws, rules and regulations includes but is not limited to:
  - > Teacher handbook
  - District/local policies
  - > Staff orientation records
  - > EFF orientation
  - > Staff evaluations
  - Staff files

### **Data Management and Reporting**

- 2.2 Program personnel utilize the State of Maine's Adult Education Managed Information System (MAEMIS) for program management and improvement, as well as reporting.
  - > The program has a data management process that ensures the quality of the data.
  - > At least one data entry person and one program administrator participate in current MAEMIS training.
  - > Teachers, administrators and support staff are knowledgeable about and actively participate in local data collection processes.
  - Program personnel monitor and review data to ensure its accuracy on a quarterly basis at a minimum
  - Programs follow state policies and procedures to ensure quality data collection.
  - The program submits National Reporting System (NRS) reports on a quarterly basis or as required.

# Supporting evidence may include (but is not limited to):

- ➤ Attendance at trainings is documented through Continuing Education Units (C.E.U.s).
- > Demonstration of performance to resource guides is documented.
- > Updated MAEMIS program-flowchart is available.
- > Data flow diagram for program is available.
- > Forms for reporting students' progress and attendance exist.
- > Timely submission of required state and federal reports is recorded.
- > Quarterly reports are submitted per state guidelines.

### **Facilities**

- 2.3 The program exists in a safe environment with appropriate access to facilities and equipment to support a positive learning environment for all adult learners.
  - The program environment meets all ADA requirements.
  - The environment has appropriate lighting, heating and ventilation to meet the needs of adult learners and staff.
  - Safety procedures are posted near doorways and exits and staff is trained.
  - Restrooms are accessible.
  - > Signs identifying the program

## Supporting evidence may include (but is not limited to):

- > Safety procedures are written.
- > GED emergency plan is available.
- > Site meets ADA requirements.
- > Lighting, ventilation and heating are adequate.
- > Restrooms are accessible.
- > Appropriate and visible signage is available.

- location are visible and appropriate.
- > Entrance and exit signs are visible.

### **Instructional Systems**

### **Assessment for Learning**

- 3.1 *The program utilizes assessment procedures for student learning.* 
  - Program staff and learners use on-going formal and informal assessment to inform teaching and learning.
  - Students demonstrate increased proficiency in the use of lifelong learning, communication, interpersonal and decision-making skills related to their goals.

## Supporting evidence may include (but is not limited to):

- > Written procedures are on file and may include but are not limited to:
  - > Student work samples, lesson plans and self-assessment
  - > Student and program portfolios
  - > Teacher reflection and student reflection
  - Student journals (learner documentation)

### **Curriculum Development**

- 3.2 The program utilizes quality curricular materials.
  - Program staff and learners jointly develop, regularly evaluate, and update instructional plans that incorporate learning styles, preferences and short and long-term worker, family or community goals
  - ➤ Programs utilize quality, up-to-date curricular materials that 1) cover varied functioning levels, 2) address diverse student goals and 3) provide contextually based learning opportunities that are guided by the Maine Quality Curriculum Evaluation Rubric.

# Supporting evidence may include (but is not limited to):

- > Documented evaluation of the curriculum using the (MQ) rubric exists.
- > Lesson plans are on file.
- > Instructional materials are available for review.
- Curriculum is on file and relevant to adult learning.

### **Instructional Practices**

- 3.3 The program accommodates the instructional needs of a diverse student population, including learners with special needs.
  - Individual instructional plans incorporate learning style preferences and short and long-term worker, family or community goals.
  - Program staff and learners jointly develop, evaluate and update instructional plans at least once per semester.
  - > Evidence is available to demonstrate that

# Supporting evidence may include (but is not limited to):

The following documentation of practice is on file for review.

- > Attendance records
- > NRS reports
- > Teacher evaluations
- Program schedules and brochures
- > Student Educational Plans

- the program utilizes research-based instructional practices and multiple-delivery systems such as small group, individualized, theme-based, collaborative and computer-assisted instruction.
- The program offers a minimum of four hours of literacy instruction, year-round, to enable learners to achieve learning gains.
- Documentation is maintained to verify the integration of technology into instruction.

### **Staff Development**

### **Data Quality**

- 4.1 Local program staff is proficient in quality data collection and utilization of data for program improvement.
  - Programs train staff to collect and enter quality data into the Maine Adult Education Managed Information System.
  - Administrative and instructional staff will attend NRS training to be able to utilize quality data for program improvement.
  - Quality data is collected and used by administrators to inform and improve the local program's staff development planning process.

# Supporting evidence may include (but is not limited to):

The following documents are available for review:

- > Dates and certificates of training on file
- > Summary of data from year end report
- Minutes of meetings/agendas identifying areas for improvement
- > Teacher evaluations

### **Continuous Improvement**

- 4.2 Professional development opportunities are provided to enhance teacher, administrator, support staff, and volunteer's ability to provide quality services to adult learners.
  - All new teachers attend professional development to orient them to adult education within the first semester of teaching.
  - All literacy and academic teachers complete an annual self-assessment of instructor competencies

# Supporting evidence may include (but is not limited to):

- > Staff development plans are on file.
- > Methods of dissemination include email, phone, fax, meetings, mail, etc.
- > Resources and heads-up information is documented.
- Attendance, participation at state conferences, regional trainings, in-house staff development, goal setting, goal reviews, goal completion is

- All literacy and academic teachers develop professional goal plans with input and guidance from the program administrator.
- > Staff development connects to professional development goal plans.
- Teacher and administrator use teacher goal plans as one part of the supervisory process.
- Administrators disseminate information regarding local, regional, statewide and national sources of professional development available to staff.
- Professional development adheres to a research on best practice that is designed to get results.

- documented.
- Documentation of periodic review of goal plans, assessment of feasibility, redirection of plan items with each staff person is available.
- > Staff development participation is documented

### **Organizational Alignment**

- 4.3. Professional development is aligned with the local program's mission statement and coordinated with other systems, when appropriate.
  - Program professional development plan is on file.
  - > Time for professional development is identified in the plan.
  - ➤ The budget process supports the training and development plan.
  - ➤ The professional development plan includes evaluation procedures to determine its effectiveness.

# Supporting evidence may include (but is not limited to):

- Professional development plans are on file
- > Evaluation plans are available.
- > Mission statements are on file.
- > Memoranda of Understanding are on file.

### **Student Services**

### Recruitment

- 5.1 The program successfully recruits populations in need of basic educational services.
  - Recruitment is consistent with the target population as defined in the program's mission statement.
  - Recruitment is consistent with the program capacity
  - ➤ The student population being served reflects the demographics of the area.
  - Recruitment activities involve a minimum of

# Supporting evidence may include (but is not limited to):

- Census data, community surveys, statewide and local figures on poverty and unemployment and district demographics have been reviewed for recruitment purposes.
- Program data on teacher/student ratios, cost per student and local budgets have been reviewed.
- An annual review of needs assessment has been conducted.

three strategies and community partners	<ul> <li>Program mission statement exists</li> <li>Intake and/or evaluation forms indicate source of referral</li> <li>Recruitment plan and activities are available.</li> </ul>
<ul> <li>Retention</li> <li>5.2 Learners stay in the program long enough to achieve their educational goals.</li> <li>The program makes on-going adjustments to overcome individual student barriers as identified at intake or as information becomes available.</li> <li>The program collects and analyzes retention data to eliminate barriers to participation for learners.</li> <li>The program provides documented evidence that a minimum of two different support services/retention services are utilized, such as flexible schedules, transportation assistance, counseling services, etc.</li> <li>The program operational plan accurately reflects the percentage of students who complete their primary or secondary goal upon completion of the program.</li> </ul>	Supporting evidence may include (but is not limited to):  Attendance records and retention rates are kept.  Achievement records are available.  Follow-up is done on attendance.  Individual learning goals exist.  Learners contribute to decisions.  Learners evaluate program.  Brochure lists options.
Support Services 5.3 The program provides support services and/or referrals that promote student achievement of educational goals.  Intake process identifies areas of need for	Supporting evidence may include (but is not limited to):  > Student files indicate staff action and/or referrals.  > Students regularly evaluate courses.

- Intake process identifies areas of need for support
- Program staff possess the knowledge and skills necessary to make ongoing and informed referrals to support services offered in the program and community
- Program assesses whether support services and/or referral were effective
- Local staff development activities provide staff with knowledge and skills to make referrals
- ➤ Community resources and contact names are available to staff
- > Partnerships information is available to staff.
- > Files contain release of information forms.

# Maine's Adult Education Performance Indicators Program Monitoring – Summary Sheet

Standard	Description	Rating Below Meets Exceeds Expectations 1 2 3
1.1 Goal Setting	The program has an established process to assist students in goal setting.	1 2 3
1.2 Assessment of Learning	The program has a process for assessment of student learning that is consistent with state policy.	1 2 3
1.3 Outcomes	The program supports students as they progress toward their personal goals through the attainment of skills that allow them to advance in the instructional program, enter unsubsidized employment, retain employment, earn a high school diploma or equivalent, or gain acceptance to a post-secondary institution.	1 2 3
2.1 Program Planning	The program planning process is ongoing, participatory, and reflective of the learner, community, state and national goals.	1 2 3
2.2 Data Management and Reporting	Program personnel utilize the State of Maine's Adult Education Managed Information System (MAEMIS) for program management and improvement, as well as reporting.	1 2 3
2.3 Facilities	The program exists in a safe environment with appropriate access to facilities and equipment to support a positive learning environment for all adult learners.	1 2 3
3.1 Assessment for Learning	The program utilizes assessment procedures for student learning according to state policy.	1 2 3

# Maine's Adult Education Performance Indicators

3.2 Curriculum Development	The program utilizes quality curricular materials.	-	7	8
3.3 Instructional Practices	The program accommodates the instructional needs of a diverse student population, including learners with special needs.		2	က
4.1 Data Quality	Local program staff is proficient in quality data collection and utilization of data for program management and improvement.	1	2	3
4.2 Continuous Improvement	Professional development opportunities are provided to enhance teacher, administrator, support staff, and volunteer's ability to provide quality services to adult learners.	1	2	દ
4.30rganizational Alignment	Professional development is aligned with the local program's mission statement and coordinated with other systems, when appropriate.	1	2	દ
5.1 Recruitment	The program successfully recruits populations in need of basic educational services.	1	2	3
5.2 Retention	Learners stay in the program long enough to achieve their educational goals.	1	2	3
5.3 Support Services	The program provides support services and/or referrals that promote student achievement of educational goals.	1	2	8

# Maine's Adult Education Performance Indicators

	The program does not meet most of the performance indicators	The program meets most or all of the performance indicators in a satisfactory manner and meets the intent of the law.	The program meets all of the performance indicators in an outstanding, comprehensive and well thought-out manner.
Rating guidelines	Below	Meets	Exceeds

# Monitoring Document

# **Educational Gains**

Rating Below Meets Exceeds Expectations 1 2 3	
Rating Meets Exc Expectations 2	
Below 1	
Supporting evidence may include (but is not limited to):  > Student Goal Plans on file > Evidence of periodic review of Student Goal Plans is on file > Printed reports from MAEMIS > Dates of meetings and summary of progress	
Goal Setting  1.1 The program has an established process to assist students in goal setting.  ➤ Students articulate what they know and are able to do and can demonstrate this through their goal plans, written responses, journal entries and reflective writing.  ➤ Program personnel and students collaboratively develop, and periodically review and revise goal plans at least once per semester.  ➤ Program personnel use student goals to inform placement and to guide instruction.  ➤ Student goals are documented in the Maine Adult Education Managed Information System (MAEMIS).	Comments:

approved standardized instruments according to state policy.  Programs use standardized and/or alternate assessment consistent with state policy.  Program personnel are trained and supported to administer assessments appropriately.  Student assessment results are accurately recorded in MAEMIS.  Results are interpreted to the learner and made accessible to appropriate staff.	Evidence of attendance at professional development on assessment is on file.  Printed reports from MAEMIS Evidence is included in the Student Goal Plan Program has written policy on access to student records	Below Meets Expectati	Expectations  2  3	

Outcomes	Supporting evidence may include	Ratino
1.3 The program supports students as they progress toward their personal goals through the attainment of skills that allow them to advance in the instructional program, enter unsubsidized employment retain employment earn a high	(but is not limited to):  > Evidence on file (MAEMIS)  > Evidence in student portfolio	Below Meets Exceeds Expectations
school diploma or equivalent, or gain acceptance to a post-secondary institution.  Students with high school completion or post-secondary education as a goal obtain appropriate educational credentials, or certificates, and/or engage in postsecondary education and training in accordance with the program's negotiated Operational Plan.  Students demonstrate attainment of skills that allow them to function in their roles as family member, worker and citizen through performance assessments, portfolios, and demonstration/documentation of the key activities on the EFF Role Maps.  Those student for whom getting a job or retaining a job is a goal meet their employment goals in accordance with the program's negotiated Operational Plan.		1 2 3

# Program Leadership

Program Planning	Supporting evidence may include	y include		Rating	bo
2.1 The planning process is ongoing, participatory and reflective of learner, community, state and national goals.	(but is not limited to):  > Portfolio and other written	vritten	Below	Below Meets Exceeds Expectations	<b>Exceeds</b> fons
The program has at least three mechanisms in	Minutes of meetings (i.e. staff	s (i.e. staff			
place to encourage input from learners,	and advisory)		_	C	•
evaluations, community surveys, staff meetings).	Community surveys		4	1	<b>)</b>
The program has a written mission st	V Learner groups				
The program's administrative practices reflect	Focus groups				
adult learning and teaching theory.  The program establishes and maintains a	Wission statement	-			
. —	Record of the process the development/review of the	ss the			
of learners.	mission statement and list of	nd list of			
➤ The program examines and utilizes program data	stakeholders				
and other resources to evaluate program practices	▶ Documentation of				
(3)	implementation of standards	tandards			
I he program has a well-defined learner-centered	such as Equipped for the	r the			
intake, student orientation, and counseling	Future, Reading Essentials for	entials for			
	Adult Literacy (REAL), and	AL), and			
Program practices such as hiring, statt orientation	Scientifically Based Reading	Reading			
	Research (SBRR)				
applicable policies, laws, rules and regulations.	➤ Local staff development log	nent log			
	<ul> <li>Documentation of best practices</li> </ul>	est practices			
	from journals and articles put	ticles put			
	into practice				
	➤ Individual course descriptions	scriptions			
	➤ Memoranda of Understanding	erstanding			
	▶ Articulation agreements	ents			
	➤ List of collaborators				

se of .e.	tta	ed ed cies	
<ul> <li>Program brochures/flyers         <ul> <li>listing partners</li> <li>Program plan reflects the use of varied data and resources (i.e.</li> </ul> </li> </ul>	financial and program data  Local data/trends/census data  Documentation of learner- centered intake, student orientation, and counseling processes.	demonstrated in student folders.  Written documentation that program practices are aligned with all applicable policies, laws, rules and regulations includes but is not limited to:  Teacher handbook  District/local policies  Staff orientation  FEFF orientation  Staff files  Staff files	

Comments:		
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ng evidence may include t limited to):  Attendance at trainings documented through CEUs Demonstration of performance to resource guides to resource guides Timely submission of State and federal required reports Ouarterly reports are submitted per state guidelines  Relow Meets Exceeds Expectations  1 2 3  1 2 3  Quarterly reports Quarterly reports Quarterly reports Ouarterly reports Ouarterly reports  Per State guidelines	
Supportir (but is not	
<ul> <li>Data Management and Reporting</li> <li>2.2 Program personnel utilize the State of Maine's Adult Education Managed Information System (MAEMIS for program management and improvement, as well as reporting.</li> <li>➤ The program has a data management process that ensures the quality of the data.</li> <li>➤ At least one data entry person and one program administrator participate in current MAEMIS training.</li> <li>➤ Teachers, administrators and support staff are knowledgeable about and actively participate in the data collection process.</li> <li>➤ Program personnel monitor and review data to ensure its accuracy on a quarterly basis at a minimum.</li> <li>➤ Programs follow state policies and procedures to ensure quality data collection.</li> <li>➤ The program submits National Reporting System (NRS) reports on a quarterly basis or as required.</li> </ul>	Comments:

Rating Below Meets Exceeds Expectations 1 2 3	
Belov 1	
Supporting evidence may include (but is not limited to):  > Safety procedures are posted > GED emergency plan > Lighting, heat and ventilation are adequate > Appropriate and visible signage > Restrooms are accessible > ADA requirements are met	
Facilities  2.3 The program exists in a safe environment with appropriate access to facilities and equipment to support a positive learning environment for all adult learners.  The program environment meets all ADA requirements.  The environment has appropriate lighting, heating and ventilation to meet the needs of adult learners and staff.  Safety procedures are posted near doorways and exits and staff is trained.  Restrooms are accessible.  Signs identifying the program location are visible and appropriate.	Comments:

# Instructional Systems

Assessment for Learning 3.1 The program utilizes assessment procedures for student learning.  Program staff and learners use on-going formal and	Supporting evidence may include (but is not limited to):  > Written procedures are on file and may include but are not	Rating Below Meets Exceeds Expectations
Informal assessment to inform teaching and learning.  Students demonstrate increased proficiency in the use of lifelong learning, communication, interpersonal and decision-making skills related to their goals.	limited to:  Student work samples, lesson plans and self- assessment Student and program portfolios	1 2 3
	Teacher reflection and student reflection Student journals (learner documentation)	
Comments:		

welopment  mutilizes quality curricular materials.  n staff and learners jointly develop, regularly e, and update instructional plans that rate learning styles, preferences and short and rm worker, family or community goals.  ns utilize quality, up-to-date curricular ls that 1) cover varied functioning levels, 2) diverse student goals, and 3) provide ually-based learning opportunities that are by the Maine Quality Curriculum Evaluation	Supporting evidence may include (but is not limited to):  > Documented evaluation of the curriculum using the (MQ) rubric  > Lesson plans  Curriculum on file  Instructional materials	Rating Below Meets Exceeds Expectations 1 2 3
Comments:		

Rating Below Meets Exceeds Expectations	1 2 3	
· <b>E</b> 9	> Program brochures and schedules > Teacher evaluations > Student Learning Plans	
Instructional Practices  3.3 The program accommodates the instructional needs of a diverse student population, including learners with special needs.	style preferences and short and long-term worker, family or community goals.  Program staff and learners jointly develop, evaluate and update instructional plans at least once per semester.  Evidence is available to demonstrate that the program utilizes research-based instructional practices and multiple-delivery systems such as small group, individualized, theme-based, collaborative and computer-assisted instruction.  The program offers a minimum of four hours of literacy instruction, year-round, to enable learners to achieve learning gains.  Documentation is maintained to verify the integration of technology into instruction.	Comments:

# Staff Development

Rating Below Meets Exceeds Expectations 1 2 3	
Belo 1	
Supporting evidence may include (but is not limited to):  Dates and certificates of training on file  Summary of year-end reports  Minutes of meetings or agendas identifying areas of improvement  Focused action plans  Teacher evaluations	
<ul> <li>Quality Data  4.1 Local program staff is proficient in quality data collection and utilization of data for program improvement.  ➤ Programs train staff to collect and enter quality data into the Maine Adult Education Managed Information System.  ➤ Administrative and instructional staff will attend NRS training to be able to utilize quality data for program improvement.  ➤ Quality data is collected and used by administrators to inform and improve the local program's staff development planning process.</li> </ul>	Comments:

Rating Below Meets Exceeds Expectations	1 2 3	
Supporting evidence may include (but is not limited to):  Staff development plans are on	Methods of dissemination, including: e-mail, phone, fax, meetings, mail, etc.  Resources and heads-up information  Attendance, participation at state conferences, regional trainings, in-house staff development, goal setting, goal reviews, goal completion  Quarterly review of plans, assessment of feasibility, redirection of plan items with each staff person  Documentation of participation in professional development  Logs of periodic reviews of goal plans	
Continuous Improvement 4.2 Professional development opportunities are provided to enhance teacher, administrator, support staff, and volunteer's ability to provide quality services to adult	All new teachers attend professional development to orient them to adult education within the first semester of teaching.  All literacy and academic teachers complete an annual self-assessment of instructor competencies  All literacy and academic teachers develop professional goal plans with input and guidance from the program administrator.  Staff development connects to professional development goal plans.  Teacher and administrator use teacher goal plans as one part of the supervisory process.  Administrators disseminate information regarding local, regional, statewide and national sources of professional development available to staff.  Professional development adheres to a research on best practice that is designed to get results.	Comments:

Rating Below Meets Exceeds Expectations 1 2 3	
Belo 1	
Supporting evidence may include (but is not limited to):  Professional development plans Evaluation plans Mission statements Memoranda of Understanding	
Organizational Alignment  4.3 Professional development is aligned with the local program's mission statement and coordinated with other systems, when appropriate.  ▶ Program professional development plan is on file.  ▶ Time for professional development is identified in the plan.  ▶ The budget process supports the training and development plan.  ▶ The professional development plan includes evaluation procedures to determine its effectiveness.	Comments:

# **Student Services**

I figures on bloyment and ics have been itment purposes. acher/student lent and local reviewed. of needs in conducted. tatement exists attom forms referral and activities are and activities are	Recruitment	Supporting evidence may include (but is not limited to):	Rating Below Meets Exceeds	XSeeds
d in the program's mission statement.  district demographics have been reviewed for recruitment purposes.  Tatios, cost per student and local budgets have been reviewed.  The and community partners.  An annual review of needs assessment has been conducted.  Program mission statement exists  Intake and/or evaluation forms indicate source of referral  Recruitment plan and activities are available.	5.1 The program successfully recruits populations in need of basic educational services.  **Recruitment is consistent with the target nonulation as	Recruitment  > Census data, community surveys,	Expectati	Suo
adent population being served reflects the traphics of the area.  tment activities involve a minimum of three ies and community partners.		poverty and unemployment and district demographics have been	1 2	က
ies and community partners.				
	Recruitment activities involve a minimum o strategies and community partners.			
	Comments:			

. &	Supporting evidence may include (but is not limited to):  Attendance records and retention rates are kept.  Achievement records are available.  Follow-up is done on attendance.  Individual learning goals exist.  Learners contribute to decisions.  Learners evaluate program.  Brochure lists options.	Below Mee Expe	Rating Below Meets Exceeds Expectations 1 2 3
Secondary goal upon completion of the program.  Comments:			

Rating Below Meets Exceeds Expectations 1 2 3	
Supporting evidence may include (but is not limited to):  ➤ Student files indicate staff action and/or referrals.  ➤ Students regularly evaluate courses.  ➤ Local staff development activities provide staff with knowledge and skills to make referrals  ➤ Community resources and contact names are available to staff  ➤ Partnerships information is available to staff.  ➤ Files contain release of information forms.	
Support Services  5.3 The program provides support services and/or referrals that promote student achievement of educational goals.  ▶ Intake process identifies areas of need for support  ▶ Program staff possess the knowledge and skills necessary to make ongoing and informed referrals to support services offered in the program and community  ▶ Program assesses whether support services and/or referral were effective.	Comments: